

DOCUMENT RESUME

ED 441 527

JC 000 366

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TITLE Accountability in the Year 2000.
INSTITUTION Florida State Board of Community Colleges, Tallahassee.
REPORT NO FSBCC-DT-15
PUB DATE 2000-01-26
NOTE 21p.
PUB TYPE Reports - Research (143)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Achievement; Access to Education; College Transfer Students; *Community Colleges; Degrees (Academic); Ethnicity; Higher Education; Institutional Research; *Outcomes of Education; Remedial Programs; Statewide Planning; Student Characteristics; *Two Year College Students
IDENTIFIERS *Florida Community College System

ABSTRACT

This report examined four accountability measures for the Florida Community College System based on data from 1993-1998: (1) access, retention, and success; (2) performance of Associate of Art (AA) degree holders in the State University System (SUS); (3) success rate of students entering college preparatory courses; and (4) success of students in meeting the requirements of the College Level Academic Skills Test (CLAST). During the 5-year period, the percentage of White students declined from 61.42 to 57.18 percent, Black students increased from 15.41 to 17.74 percent, and Hispanic students increased from 19.98 to 21.44 percent. Retention rates ranged from 54 to 77 percent, depending on degree sought and ethnicity. Success rate, defined as the sum of graduation rate, the enrolled in good standing rate, and the left in good standing rate, ranged from 59 to 86 percent. More than 72 percent of transfers to the SUS who earned an AA degree achieved a grade point average of 2.50 or greater. The passing rate on the CLAST for students not requiring remediation ranged from 88 percent for mathematics to 94 percent for the essay. Passing rates for college preparatory students ranged from 66 percent for math to 83 percent for the essay. Tables include: (1) access and equity measure; (2) retention and success measure; (3) transfers to the SUS; (4) college preparatory success rate; and (5) CLAST performance. (RDG)

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Accountability in the Year 2000

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FLORIDA COMMUNITY COLLEGE SYSTEM

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Accountability in the Year 2000

Introduction

Under Section 240.324 Florida Statutes, the State Board of Community Colleges and the community college boards of trustees were to “develop and implement a plan to improve and evaluate the instructional and administrative efficiency and effectiveness of the State Community College System.” Specifically, the law mandated that the plans address the following issues:

- (a) Graduation rates of AA (Associate in Arts) and AS (Associate in Science) degree-seeking students compared to first-time enrolled students seeking the associate degree;
- (b) Minority student enrollment and retention rates;
- (c) Student performance, including student performance rates on college-level academic skills tests, mean grade point averages for community college AA transfer students, and community college student performance on state licensure examinations;
- (d) Job placement rates of community college vocational students; and,
- (e) Student progress by admission status and program.

Five Accountability Measures were developed in response to the legislative issues. Measure one deals with access, retention, and success. Measure two deals with the performance of AA degree holders in the State University System (SUS). Measure three tracks the placement and licensure pass rates of vocational program completers and leavers. Measure four tracks the success rates of students entering any of the three College Preparatory areas. The final measure considers the success of students in meeting the requirements of the College Level Academic Skills Program (CLASP). This report will look at measures one, two, four and five. The results and conclusions are based upon the data contained in the Accountability reports published for 1993-94 through 1997-98.

Access and Equity

One of the primary goals of the Florida Community College System (FCCS) is to provide access to the first two years of postsecondary instruction, and to provide that access for all segments of society. The measure is displayed as a comparison between the ethnic distribution of a given public high school graduating class and the distribution of the students from that class who enrolled in the FCCS the following year.

Cohort

The cohort consists of two parts. Part one is all Florida public high school graduates for a given year. Part two is those graduates who enroll in the FCCS the following year.

Results

White students remained the major ethnic group of high school graduates during this five-year period. In spite of the increasing numbers of black and Hispanic students in the public school

system, their percentages of high school graduates were basically stable with blacks increasing from 20.34% to 21.18% and Hispanics from 12.28% to 14.80%.

More dramatic changes were seen in the percentages enrolling in the FCCS. The percent of white college enrollees declined from 61.42 to 57.18. Blacks increased from 15.41% to 17.74%. Hispanics increased also, but only from 19.98% to 21.44%.

Retention and Success

In order for students to take advantage of the opportunities provided by either an associate degree or certificate, that student must stay enrolled and be successfully earning credits toward the award. This measure provides information on how well institutions are retaining their students and how successful they are.

Cohort

The total cohort population was defined as those first-time-in-college (FTIC) award seeking students from the appropriate fall term who earned at least nine (PSAV) or eighteen (AA, AS) credit hours during the tracking period. The tracking period was for four years for degree seeking students and two for those seeking a certificate. Retention and success rates are a combination of other rates. Retention is defined as the sum of the graduation rate, the enrolled in good standing rate and the enrolled not in good standing rate. Success is defined as the sum of the graduation rate, the enrolled in good standing rate and the left in good standing rate. The graduation rate was based upon the number receiving an award. Good standing was based upon a Grade Point Average (GPA) of 2.00 or above, while not in good standing meant a GPA of less than 2.00. Left in good standing was based upon those students who had not graduated, were not enrolled at the end of the tracking period, and had a GPA of 2.00 at the time they were last enrolled.

Results

Associate in Arts Retention and Success

The percentage of AA degree seeking students earning degrees and/or still enrolled was fairly constant during this period. Hispanic students had the highest rate of almost seventy percent. Whites were next with sixty to sixty-two percent and blacks were third with fifty-four to fifty-five percent.

Success rates were higher than retention. White students lead this category with percentages ranging from seventy-four to eighty-six. Hispanics were second and the most stable with percentages between seventy-two and seventy-five. Black students had rates that ranged between fifty-nine and sixty-nine percent.

Associate in Science Retention and Success

Retention of Associate in Science students was slightly less than that of AA degree seekers. Hispanic students again lead with percentages between sixty-two and sixty-seven. Black and white students were very similar with blacks having a higher percentage some years and whites the other years. The white rate was between fifty-six and sixty-four, while the black rate varied from fifty-four to sixty-one.

As with the AA degree students, success rates were higher than retention rates for all groups of students. White students had the highest rate with Hispanics second and blacks third. This relationship was consistent for all five years. The rate for whites ranged from seventy-five to eighty-six percent. Hispanic students had between sixty-five and seventy-three percent and blacks were between sixty and sixty-eight percent.

Transfers to the State University System

The Associate in Arts or AA degree is viewed as a university parallel degree. The primary purpose is to provide the first two years of postsecondary instruction in such a way that the student can transfer to the State University System (SUS) and be successful. This measure indicates the performance of Associate in Arts degree students who transfer to the SUS.

Cohort

The cohort is limited to FCCS transfers who had earned the AA degree prior to transferring. The report is further limited to native students only and does not include students who transferred from other institutions prior to receiving the AA degree. The cohort is divided into those students who were college ready when they arrived on campus and those who needed some College Preparatory coursework to prepare them for college level courses.

Results

The number of native students earning the Associate in Arts degree and transferring to the SUS has remained constant over the five years included in this review. Almost ten thousand students have taken this path with two-thirds of them not requiring any College Preparatory course work and one-third needing some remedial help prior to taking college level work.

The percent of students achieving a GPA of 2.50 or more has gradually increased from 67.89% to 72.24%. Similar increases have occurred in both the College Preparatory and Non-College Preparatory students. The Non-College Preparatory students have increased their percentage from 68.05 to 72.65. The College Preparatory students have increased from 67.56% to 71.44%. The percentage of students with GPA's below 2.0, or the minimum required to remain in good standing, has declined from 12.78 to 10.96.

College Preparatory Success

College remedial course work in Florida is confined to the FCCS except for Florida A and M University. Because the FCCS is the primary provider of remediation through the College

Preparatory program, it is important to review how well students who enter those courses are able to complete their requirements so that they can begin regular college level work. Based upon the results of the Common Placement Test, students may require assistance in reading, writing or mathematics.

Cohort

This measure is based upon the entrance exam results for two groups of students. The first is the number of degree-seeking FTIC students. The second is prior year high school graduates who were dually enrolled in the FCCS while still in high school. This second group is not classified as FTIC because they bring college credit with them, but since they are actually at the beginning of their collegiate career, they are included in the cohort for this measure. Of these students, the report shows the number failing a portion of the test and enrolling in College Preparatory courses within two years of the exam. The report then displays the number and percent of the enrolled students who passed the highest level course within that same two-year period.

Results

The exit rates vary by area and by major ethnic group within areas. Mathematics continues to be the hardest area for students to successfully complete. Almost half the College Preparatory enrollments tracked for this measure were in this area. The overall exit rate for mathematics ranged from forty-two to forty-five percent. White students had both the largest number of students and the highest exit rates. Their rates were between forty-three and forty-eight percent. The exit rates for Hispanics fell into the same range as that of whites. Blacks had lower exit rates all five years with the actual values between thirty-four and forty percent.

Writing was the second most successful area with overall exit rates ranging from fifty-nine to sixty-five percent. Hispanics were the most successful ethnic group with rates between sixty-two and sixty-nine percent. Unfortunately, the rate has been steadily declining during this period. The rate for blacks declined for four years in a row, but increased in the fifth year. The values were between fifty-five and sixty-two percent. Whites had the most stable rate of the three groups, ranging from sixty to sixty-four percent.

The area exhibiting the most stable exit rates was reading. Overall, the rate was between sixty-one and sixty-four percent. Both white and black students had stable rates ranging from sixty-seven to seventy percent and from fifty-six to fifty-nine percent respectively. The rate for Hispanics varied the most, from fifty-five to sixty-three percent. In direct contrast to their writing results, the rate for reading was increasing.

CLAST

Beginning in 1982, Florida established a rising junior competency program known as the College Level Academic Skills Program (CLASP). The purpose of this program was to ensure that all students entering the upper division would have the skills necessary to be successful. The primary means of ensuring students had these skills was via the College Level Academic Skills Test (CLAST). Students are required to meet the requirements of CLASP prior to being awarded

an AA degree. Since 1996 (?) alternative methods of meeting CLASP, based upon SAT/ACT standardized tests scores or selected course work, have been in place. Since this measure is based upon the cumulative results for students who have earned 60 or more hours, some of these students may have met the CLASP requirements via an alternative rather than the test.

Cohort

This measure displays the number of students tested and the percent awarded a passing score, for each CLAST subtest and for all subtests combined. The pool of students was all students, excluding transfers, who have obtained 60 or more college level credits earned at a particular institution. Only CLAST scores prior to September 1997 are included.

Results

The results of the CLAST are presented both by the four subtests areas of essay, mathematics, reading and language and by whether or not the student needed College Preparatory course work. As with the College Preparatory exit rates, the lowest success rate is for mathematics; and the spread among the four subtests appears to have grown larger over time. The overall passing rates for students who needed College Preparatory is more than twenty points less than that of students who were ready when they arrived on campus.

White students have the highest passing rates of the three major ethnic groups, but the spread is less for the prepared students than for those needing College Preparatory course work. Hispanics were consistently in second place, with blacks third. The overall percent of College Preparatory students passing the various subtests of the CLAST in 1998 ranged from 66.08 for mathematics to 83.36 for the essay. For prepared students the range was from 88.51 for mathematics to 94.02 for the essay.

Both overall and subtest performance appears to have declined in 1998 compared to prior years. However, caution must be used in comparing 1997 and 1998 due to the introduction of alternative methods of meeting the CLASP. The introduction of alternatives has led to a decline in the number of students taking the test, as seen in the drop in the total number tested between 1997 and 1998. Since the alternatives are based upon SAT/ACT test scores or course grades, students meeting the alternatives tend to be the better students in both groups. This means the poorer students are actually taking the test, and thus the passing rate appears to be declining. The only way to determine the current passing rate of students is to have data on both the test and the alternatives. The Division of Community Colleges has begun a data collection process that includes information on both, but that process was not in place during the time included in this review.

Conclusions

Individual Measures

The FCCS is enrolling prior year high school graduates in patterns that are similar to the ethnic distribution of the prior year's high school graduates. Of the major ethnic categories, the

proportion of Hispanics is far greater than would be expected based upon their proportion of high school graduates. This group comprises 14.80% of high school graduates and 21.44% of college enrollees. The proportions of whites and blacks are less than would be expected. Whites are 61.04% of the high school graduates and 57.18% of the college enrollees, while blacks are 21.18% of the high school graduates and 17.74% of the college enrollees. The FCCS continues to provide the major entry point to postsecondary education for prior-year public school black and Hispanic students.

Success rates tend to be higher than retention rates for both the Associate in Arts and the Associate in Science degree students. Hispanic students have the highest retention rates and white students the highest success rates among the three major ethnic groups.

The FCCS continues to prepare AA degree students for success in the SUS. While the number of native students transferring has remained stable, the average GPA has increased by one tenth of a point. This increase in GPA has been accompanied by an increase in the percent of students with GPA's over 2.5 and a decrease in the percent of students with GPA's less than 2.0.

Approximately sixty percent of students enrolling in needed reading or writing College Preparatory course work successfully exit within two years. The exit rates for whites and Hispanics are higher than that of blacks. Mathematics remains the area of College Preparatory with the most students and the lowest exit rate.

The CLASP requirement continues to be more of an obstacle for College Preparatory students than for those who were ready when they entered college. As with the College Preparatory exit rates, mathematics has the lowest pass rates for all groups of students. However, by the time students have earned 60 credits toward the degree, most are able to meet the requirement. The apparent decline in passing rate between 1997 and 1998 was due to the introduction of CLAST alternatives and not to a change in student preparation level. The 1999 Accountability process will have access to data on both the test and the alternatives.

Overall System

The Florida Community College System continues to provide the major entry point to postsecondary education for minority students, especially Hispanics. Preparation is the key to success. Students who arrive on campus ready to enter college level work tend to pass CLAST at a higher rate. However, once a student has received the AA degree, former College Preparatory students do just as well in the SUS as those who were college ready.

Produced by the Office of Educational Services and Research, Division of Community Colleges
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Individual college data are available on campus as part of the Accountability Data Reports.

Institutional charts for each section of this report have been shared with the college's Reports Coordinator.

FLORIDA COMMUNITY COLLEGE SYSTEM

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Access and Equity Measure **System Totals for Florida's Twenty-eight Community Colleges**

Ethnic Category	Percent of High School Graduates					Percent of Community College Enrollees				
	1992-93	1993-94	1994-95	1995-96	1997-98	1992-93	1993-94	1994-95	1995-96	1997-98
Whites	64.80	63.66	62.66	62.14	61.04	61.42	60.95	59.25	58.91	57.18
Blacks	20.34	20.42	20.35	20.60	21.18	15.41	16.47	17.21	17.31	17.74
Hispanics	12.28	13.21	14.05	14.34	14.80	19.98	19.30	19.70	20.16	21.44
Asian or Pac Islrs	2.40	2.53	2.77	2.74	2.74	2.83	2.83	3.39	3.13	3.15
Amer Ind or Alskn	0.19	0.18	0.17	0.19	0.21	0.30	0.41	0.40	0.43	0.40
Other	0.00	0.00	0.00	0.00	0.03	0.05	0.05	0.05	0.06	0.08
Total	100	100	100	100	100	100	100	100	100	100

Retention and Success Measure System Totals for Florida's Twenty-eight Colleges

	1994		1995		1996		1997		1998	
	Cohort	Percent	Cohort	Percent	Cohort	Percent	Cohort	Percent	Cohort	Percent
Retention										
Associate in Arts										
White	12,994	59.80	12,212	58.75	10,286	59.06	10,018	58.93	10,648	61.56
Black	1,919	53.83	2,083	53.14	1,928	55.08	1,822	54.94	1,883	55.50
Hispanic	3,267	69.91	3,109	66.10	3,132	68.20	3,225	69.92	3,111	69.53
TOTAL	18,761	61.08	17,954	59.42	15,888	60.42	15,678	60.98	16,318	62.51
Success										
Associate in Arts										
White	12,994	74.08	12,212	78.75	10,286	81.53	10,018	83.56	10,648	85.81
Black	1,919	59.15	2,083	63.51	1,928	65.04	1,822	67.23	1,883	68.77
Hispanic	3,267	71.69	3,109	72.53	3,132	74.78	3,225	74.42	3,111	73.38
TOTAL	18,761	72.25	17,954	75.97	15,888	78.34	15,678	79.90	16,318	81.55
Retention										
Associate in Science										
White	2,226	63.25	2,568	56.81	2,024	56.42	2,058	57.82	2,039	57.68
Black	583	60.89	643	53.97	588	60.88	600	58.33	603	58.04
Hispanic	482	63.69	544	61.76	521	66.79	568	64.44	559	65.83
TOTAL	3,389	63.06	3,870	57.05	3,222	59.12	3,334	59.09	3,325	59.40
Success										
Associate in Science										
White	2,226	75.20	2,568	78.54	2,024	83.45	2,058	86.59	2,039	86.32
Black	583	59.69	643	64.85	588	67.52	600	65.17	603	64.18
Hispanic	482	65.98	544	71.69	521	71.40	568	73.77	559	73.17
TOTAL	3,389	71.35	3,870	75.37	3,222	78.68	3,334	80.53	3,325	80.24

Transfers to the State University System System Totals of Florida's Twenty-eight Community Colleges

	1994	1995	1996	1997	1998
Total SYSTEM Transfers	9,616	9,733	8,974	8,789	9,748
GPA Percentages					
GPA < 2.0	12.78	12.33	11.82	11.30	10.96
2.0 < = GPA < 2.5	19.33	19.54	17.83	17.51	16.80
GPA > = 2.5	67.89	68.13	70.35	71.19	72.24
GPA > = 3.0	42.75	43.87	45.70	47.89	50.01
Mean GPA	2.77	2.79	2.83	2.85	2.88
Total NON-COLLEGE PREP Transfers	6,379	6,274	5,683	5,294	6,436
GPA Percentages					
GPA < 2.0	12.95	12.13	11.81	11.22	10.99
2.0 < = GPA < 2.5	19.00	18.87	17.68	17.02	16.36
GPA > = 2.5	68.05	69.00	70.51	71.76	72.65
GPA > = 3.0	42.95	44.02	46.47	48.41	50.28
Mean GPA	2.78	2.80	2.83	2.86	2.88
Total COLLEGE PREP Transfers	3,237	3,459	3,291	3,495	3,312
GPA Percentages					
GPA < 2.0	12.45	12.69	11.85	11.42	10.90
2.0 < = GPA < 2.5	19.99	20.76	18.08	18.25	17.66
GPA > = 2.5	67.56	66.55	70.07	70.33	71.44
GPA > = 3.0	42.35	43.60	44.36	47.10	49.49
Mean GPA	2.77	2.77	2.82	2.84	2.86

College Preparatory Success Rate by Ethnicity System Totals for Florida's Twenty-eight Community Colleges

	1993-94		1994-95		1995-96		1996-97		1997-98	
	N1	N2	N1	N2	N1	N2	N1	N2	N1	N2
Reading										
White	2,550	1,705	2,355	1,577	2,597	1,820	2,774	1,848	2,722	1,862
Black	2,084	1,236	2,249	1,254	2,199	1,240	2,598	1,496	2,614	1,538
Hispanic	1,519	839	1,819	1,076	2,006	1,231	1,996	1,189	1,998	1,267
Total*	6,428	3,958	6,685	4,091	7,123	4,494	7,710	4,767	7,655	4,888
Percent										
White	66.86		66.96		70.08		66.62		68.41	
Black	59.31		55.76		56.39		57.58		58.84	
Hispanic	55.23		59.15		61.37		59.57		63.41	
Total*	61.57		61.20		63.09		61.83		63.85	
Writing										
White	3,805	2,432	3,338	2,064	3,512	2,120	3,636	2,193	3,692	2,227
Black	2,157	1,347	2,307	1,366	2,205	1,246	2,552	1,395	2,500	1,400
Hispanic	1,530	1,060	1,808	1,220	1,935	1,247	1,861	1,176	1,975	1,218
Total*	7,791	5,041	7,738	4,822	7,986	4,814	8,382	4,967	8,473	5,041
Percent										
White	63.92		61.83		60.36		60.31		60.32	
Black	62.45		59.21		56.51		54.66		56.00	
Hispanic	69.28		67.48		64.44		63.19		61.67	
Total*	64.70		62.32		60.28		59.26		59.49	
Math										
White	7,969	3,803	7,094	3,094	7,868	3,422	8,054	3,790	7,345	3,405
Black	2,574	1,021	2,696	944	2,772	954	3,054	1,145	2,838	985
Hispanic	2,245	984	2,344	1,034	2,440	1,053	2,428	1,161	2,471	1,121
Total*	13,039	5,933	12,390	5,191	13,382	5,583	13,846	6,254	12,960	5,676
Percent										
White	47.72		43.61		43.49		47.06		46.36	
Black	39.67		35.01		34.42		37.49		34.71	
Hispanic	43.83		44.11		43.16		47.82		45.37	
Total*	45.50		41.90		41.72		45.17		43.80	

* The Total line includes Asians, American Indian and Other,

CLAST Performance by Ethnicity System Totals

(College Prep Page 1, Non-College Prep Page 2)

College Prep	1994 # Tested % Passed	1995 # Tested % Passed	1996 # Tested % Passed	1997 # Tested % Passed	1998 # Tested % Passed
Essay					
White	10,798 95.72	11,024 94.78	11,586 94.83	11,042 94.61	7,115 92.28
Black	2,949 80.74	3,081 79.23	3,302 78.44	3,315 77.16	2,868 73.01
Hispanic	4,916 81.24	4,642 81.54	4,878 81.34	4,924 80.69	4,136 78.55
TOTAL	19,429 88.81	19,596 88.07	20,664 87.86	20,254 86.90	14,708 83.36
Math					
White	10,800 83.09	11,010 82.03	11,571 81.56	11,145 79.58	7,778 74.71
Black	2,950 60.07	3,084 57.75	3,297 55.44	3,329 51.10	2,982 47.99
Hispanic	4,913 69.88	4,641 67.61	4,878 66.13	4,962 63.36	4,358 61.66
TOTAL	19,429 76.30	19,585 74.89	20,643 73.84	20,408 71.01	15,676 66.08
Reading					
White	10,803 88.36	11,028 88.92	11,592 90.30	11,049 89.07	7,116 85.81
Black	2,954 63.30	3,086 63.22	3,304 64.80	3,317 63.46	2,878 60.95
Hispanic	4,922 72.86	4,643 72.56	4,884 74.49	4,926 74.00	4,136 71.49
TOTAL	19,447 79.71	19,608 80.19	20,679 81.57	20,270 80.20	14,730 76.04
Language					
White	10,805 88.29	11,032 87.55	11,593 87.91	11,051 85.87	7,118 82.26
Black	2,952 68.22	3,085 67.59	3,304 66.71	3,319 63.54	2,871 60.57
Hispanic	4,922 71.35	4,644 71.90	4,885 72.16	4,925 70.62	4,138 68.17
TOTAL	19,447 80.32	19,612 80.10	20,681 80.27	20,272 77.93	14,718 73.56
Total					
White	10,790 73.88	11,002 73.41	11,559 73.30	10,937 71.11	6,874 64.72
Black	2,947 44.79	3,078 42.79	3,292 41.68	3,279 38.67	2,771 33.56
Hispanic	4,905 53.86	4,635 52.45	4,872 51.70	4,898 48.61	4,037 45.13
TOTAL	19,407 63.47	19,564 62.65	2,620 62.07	20,072 59.16	14,204 52.32

CLAST Performance by Ethnicity System Totals

(College Prep Page 1, Non-College Prep Page 2)

Non-College Prep	1994 # Tested % Passed	1995 # Tested % Passed	1996 # Tested % Passed	1997 # Tested % Passed	1998 # Tested % Passed
Essay					
White	18,063 97.86	16,998 97.44	16,053 97.70	14,148 97.61	10,590 96.62
Black	1,656 91.91	1,614 90.58	1,611 90.19	1,459 89.24	1,394 87.59
Hispanic	4,115 93.71	3,789 93.38	3,792 93.49	3,518 92.89	3,103 90.72
TOTAL	24,491 96.58	23,095 96.06	22,201 96.25	19,841 95.93	15,792 94.02
Math					
White	18,063 94.29	16,999 94.41	16,048 94.87	14,324 94.12	11,367 91.21
Black	1,656 81.28	1,614 80.55	1,610 80.43	1,483 78.49	1,484 75.67
Hispanic	4,116 90.72	3,788 90.07	3,789 89.73	3,556 88.53	3,368 84.92
TOTAL	24,492 92.79	23,095 92.74	22,192 92.97	20,078 92.00	16,926 88.51
Reading					
White	18,065 95.63	17,005 96.38	16,058 96.79	14,158 96.58	10,618 94.62
Black	1,656 85.21	1,615 86.01	1,612 86.48	1,462 85.36	1,401 81.58
Hispanic	4,118 91.26	3,789 91.69	3,792 91.96	3,519 90.79	3,112 88.01
TOTAL	24,496 94.00	23,103 94.67	22,207 95.06	19,855 94.51	15,843 91.66
Language					
White	18,065 96.15	17,005 95.98	16,059 96.17	14,154 95.10	10,596 92.70
Black	1,656 87.44	1,615 87.80	1,612 85.67	1,461 84.33	1,396 81.02
Hispanic	4,119 90.99	3,791 91.59	3,792 91.27	3,520 89.46	3,103 86.27
TOTAL	24,497 94.54	23,105 94.52	22,208 94.44	19,851 93.16	15,799 90.06
Total					
White	18,057 88.81	16,992 89.31	16,039 90.05	14,066 88.57	10,326 83.91
Black	1,654 71.10	1,613 70.43	1,609 68.49	1,452 66.87	1,355 61.99
Hispanic	4,111 80.49	3,785 79.52	3,788 79.20	3,510 77.09	3,044 71.58
TOTAL	24,479 85.93	23,084 86.09	22,181 86.37	19,735 84.63	15,380 78.93



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EFF-089 (3/2000)